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ABSTRACT

The history of the Capital District Humanities Program (CDHP) at the State University of New York, Albany, is reviewed and eight reports on the program are presented. The program was designed to determine how the humanities can be adapted to accommodate the different interests and requirements of adult students. In cooperation with cultural and educational institutions, as of November 1980 CDHP had developed 34 separate programs, events, or other educational opportunities that vary widely in scope, content, and format. Programs within the following components are identified: literature and ideas, history and culture, and humanities and the arts. A brief description of the program's activities and accomplishments during 1980-81 is presented in relation to eight program objectives. The following reports are included: The Size and Characteristics of the Adult Audience for Humanities Programs in the Capital District; Interest among Adults in Credit and Non-Credit Humanities Courses; The Scope, Format, and Content of Successful Programs; The Recruitment and Preparation of Faculty for Off-Campus Teaching; The Potential for Collaboration among Diverse Cultural and Educational Institutions in Developing Humanities Programs in the Community; The Value of Consultation with Community Representatives in the Design, Implementation, and Evaluation of Innovative Humanities Programs for Adults; Effective Strategies for Promotion and Publicity for Off-Campus Programming; and Procedures for Overcoming Institutional and Procedural Barriers to Off-Campus Programming. Additionally, a brochure describing 1982 winter/spring offerings is appended. (SW)

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HISTORY OF THE CAPITAL DISTRICT HUMANITIES PROGRAM

CDHP was designed as an experiment. It addresses a question of major importance for the humanities in the 1980's: How can existing humanities faculty and programs be adopted to accomodate the different interests and requirements of a rapidly growing adult population?

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In September 1978, the College of Humanities and Fine Arts at State University of New York at Albany began to collaborate with community representatives of New York's Capital District(Albany, Schenectady, and Troy) in order to design humanities programs for adult audiences. These preliminary discussions led to the development of a few successful pilot programs in the humanities that were taught by members of the College faculty at off-campus locations during winter and spring of 1979. Public response to these initial efforts encouraged the College to enter into a more formal, long-range partnership with representatives of the Capital District community to establish a new educational venture: the Capital District Humanities Program(CDHP).

CDHP was designed as an experiment. It addresses a question of major importance for the humanities in the 1980's: How can existing humanities faculty and programs, which have been designed primarily to serve the needs of traditional undergraduate and graduate students, be adapted to accommodate the different interests and requirements of a rapidly growing adult population? On July 1, 1979, the National Endowment for the Humanities awarded a substantial grant to State University of New York at Albany to inaugurate the first phase of its new partnership with the community.

During its initial year of operation, the CDHP has provided not only SUNY/Albany but also a constantly growing number of educational and cultural institutions, public libraries, community centers, and citizens with an exciting new framework for testing various strategies for the development of humanities

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programs of the highest quality for adult audiences in the Capital District.

The CDHP has evolved over the past year into a program that in many ways is far greater and richer than the original proposal to the Endowment anticipated. As of November 1, 1980, the CDHP had developed 34 separate programs, events, or other educational opportunities that vary widely in scope, content and format. Total attendance at these programs has been over 21,000 and more that 120 humantities scholars and other academically trained professionals from over 56 educational and cultural institutions in the Capital District have been involved in the planning, implementation, and evaluation of CDHP courses and activities. The College of Humanities and Fine Arts at SUNY/Albany has assumed a position of leadership in the CDHP. But credit for the program's initial success must be shared with a large number of other educational and cultural institutions in the region that have been actively involved in all aspects of the program's development. These other institutions include Russell Sage College and Rensselaer Polytechnic Institute, both major independently-operated post-secondary institutions in the Capital District; the New York State Museum; the Schenectady Museum; the Albany Public Library; the Bethlehem Public Library; the Colonie Town Library; and the Schenectady Library; and two community centers in downtown Albany; the St. John's Community Center and the Arbor Hill Community Center.

1. Literature and Ideas

Programs offered through the Literature and Ideas component have fallen into four categories to date: Ethnic Cultures and Literature; Literature, often organized according to themes or genre; Ethical and Philosophical Issues; and Practical Humanities Skills, such as expository writing and logical thinking.

2. *History and Culture*

CDHP History and Culture Programs have focused on local history pertaining to the Upper Hudson region of New York State. These programs involve considerable collaboration with museums, historical societies, and other cultural organizations.

3. *Humanities and the Arts*

The Humanities and Arts component has focused on learning activities designed to enhance participants' understanding and appreciation of the arts in their humanistic as well as performance contexts. Programs are coordinated with schedules of performance events sponsored by various arts and cultural centers in the Capital District region. In some cases, special workshops and residency activities involving both humanities scholars and artists are incorporated into the design of programs. Detailed information about specific programs offered in each of these program categories can be provided on request.

THE CAPITAL DISTRICT HUMANITIES PROGRAM: OBJECTIVES AND PROGRESS REPORT

Each objective is followed by a brief description of the program's activities and accomplishments in that category during the past two years. One of the central missions of the CDHP is to promulgate the information it gains as programming continues. Several objectives were established to assess and measure the progress of CDHP.

OBJECTIVE ONE: COMMUNITY INVOLVEMENT

...To involve the Capital District community in a partnership with humanities scholars and professionals in the development of humanities programs for adults.

A central feature of the CDHP is the assumption that the people and institutions of the Capital District community can play an active role in all phases of the program. Community representatives have been directly involved in every phase of the project, from conceptualizing and developing programs to making decisions about general policies and future goals and objectives. Community participation takes the following forms:

1. *Community Advisory Council*

A 35 member Advisory Council governs the program. The Council includes a balanced representation of adult learners and individuals from academic and cultural institutions, as well as from other organizations whose goals are compatible with those of CDHP. The Advisory Council meets four times each year and is concerned with broad matters of policy and direction of the program. It also assists in program evaluation and participates in the planning of future CDHP initiatives and proposals.

2. *Executive Committee*

The Executive Committee is composed of seven members, elected by the Advisory Council, and chaired by the chair of the Advisory Council. The Committee meets once a month, to serve as a liaison between the Advisory Council and the program staff, and to review and approve all CDHP activities. In recent months, the Executive Committee has assumed a strong leadership position.

3. *Program Subcommittees*

The Four program subcommittees form the principal working groups of the Advisory Council. There is a program subcommittee for each major component of the CDHP: Literature and Ideas; History and Culture; Humanities and the Arts; and

Research and Evaluation. Meetings are convened by the appropriate CDHP staff program coordinator and serve as a forum where program ideas take shape.

4. Special Task Forces

The Albany Urban Task Force is concerned with the special problems of offering humanities programs to inner-city adult audiences. The Upper Hudson Task Force is engaged in planning a comprehensive series of programs focusing on the local history of the Capital District region. Both groups were formed to respond to specific situations or opportunities as identified by the Community Advisory Council and program staff.

5. Informal Networks

Informal networks of communications have provided the CDHP and standing committees with a rich source of ideas about potential programs. The program coordinators rely heavily on these informal networks as they develop and refine program ideas, particularly in cases where programs involve cooperation among several organizations and institutions.

OBJECTIVE TWO: SURVEY RESEARCH AND EVALUATION

> *...To determine, through a combination of surveys and program evaluations, the extent and characteristics of the community audience for humanities programs.*

The CDHP initiated a program of research activities during the past year consisting of surveys and studies designed and directed by a faculty member in

SUNY/Albany's Department of Rhetoric and Communication. The design of the research is based on well-documented sociological and communication theory, similar to the theory that guides marketing methods used to promote commercial products more effectively to new audiences. The research program was conceived as a tool to assist CDHP staff and faculty members in understanding how non-traditional adult students perceive the humanities and what criteria they associate with a high quality educational program. Such information helps to guide program development as well as promotion strategies more scientifically than was the case for early CDHP pilot efforts. The research was also designed to obtain baseline data for measuring changes in perceptions of the humanities that might be attributable to the CDHP. Evaluations of programs offered by the CDHP have provided valuable information about the characteristics of successful courses, including such factors as site, time, format. They have also helped to gauge the effectiveness of publicity mechanisms.

OBJECTIVE THREE: COLLABORATION

> *...To promote active collaboration among academic, cultural, and community institutions in the development of humanities programs for adult audiences.*

Accomplishments in the area of collaboration among academic, cultural and community institutions have far exceeded the CDHP's original expectations. The program began essentially as an effort involving SUNY/Albany in collaboration with several public libraries, community centers, and the New York State Museum. But more extensive cooperative relationships quickly evolved as a result of CDHP's activity in program development. The CDHP has provided a new framework

for cooperation between academic personnel and qualified professionals affiliated with such organizations as historical societies and federations, arts groups, community groups, and religious institutions. Collaborative efforts invariably produce enriched and multi-faceted programs in which different perspectives are brought to bear on a given topic. Collaborating institutions also contribute both direct and indirect costs for staff time, supplies, publicity, and special services required to develop new approaches to learning.

OBJECTIVE FOUR: DESIGN OF INNOVATIVE PROGRAMS

> *...To design humanities programs of quality, in formats and locations that reflect the needs of adult learners.*

In designing academic programs the CDHP Advisory Council and program staff have consistently stressed the crucial importance of academic and intellectual quality. In addition, the audience for CDHP programs has voiced its conviction that it has little interest in courses, events, activities, or programs that do not observe the highest standards of rigor and substance. Quality is assured for CDHP programs through a process for designing, implementing and evaluating educational activities that reflect a high degree of cooperation among community representatives, faculty and staff. Moreover, CDHP courses are taught by regular faculty members of high quality rather than by adjunct faculty as is the case with many continuing education programs.

Ideas for CDHP programs come from various sources: faculty members, other professionals, CDHP program subcommittees, research surveys, course participants, and community groups. As the program subcommittees, program coordinators, administrative staff, and finally the Executive Committee refine a course, various factors are taken into account. These include time and location(which in most

instances involves a decision about prospective audience), format(which can range from the traditional 15-week semester format to one intensive weekend), and opportunities for coordinated activities such as performances and field trips. Among the experimental course designs the CDHP has employed are the five-week module, the study circle, the leisure-learning weekend, and the lecture/seminar format.

To accomodate new adult audiences, program formats have provided options for participation at various levels ranging from attendance at free lectures or other events to participation in more structured activities for a modest subscription fee. In most instances participants in CDHP programs have been offered the option of obtaining academic credit for their work. Thus, the program, while striving to explore innovative formats of learning and teaching, has been firmly grounded in the academic structure of the University.

OBJECTIVE FIVE: SOLVING ADMINISTRATIVE PROBLEMS

> *...To identify administrative problems involved in humanities programming for adult audiences and to work with participating institutions to solve those problems and ensure the future growth and stability of CDHP.*

The CDHP has also begun directly to confront institutional administrative mechanisms that govern processes such as registrations, publicity, and fiscal matters for off-campus courses for adult audiences. The program has, for example, provided a process for combining academic credit and non-credit options in the design of learning activities. In addition, the graduate and undergraduate curriculum committees of the College of Humanities and Fine Arts have approved special course rubics that have been added to the University's catalog to accomodate the experimental aspects of many CDHP programs. In addition, support

staff have developed systems for record-keeping, promotion, and financial management of the wide array of resources available to the program. The CDHP and the staff of the College of Humanities and Fine Arts have been working with the University's President and Vice President to secure a stable institutional base of support for the program. The significant amount of the University's contribution to the budget of CDHP is evidence of the institution's serious commitment to the program. In addition, the SUNY/Albany University Council, the Board of Trustees of the campus, this past spring formally endorsed the establishment and membership of the CDHP Advisory Council as an official University-community advisory body. Because of this action, the University Council will now play an important role in helping the CDHP to receive support for its efforts to make the humanities an integral part of the intellectual life of the community.

Although the CDHP has helped to stimulate some enrollment in the University's regular academic programs, participants have demonstrated much greater interest in activities and options offered on a non-credit basis. A plan to encourage formal auditing of CDHP programs is in place for the fall of 1980. This new system will conform to the rigid requirement of the State budgeting formula for subsidy of programs like those of the CDHP. More drastic changes of the State budgeting system will be necessary, however, to support the continuation of high-quality programs in the humanities for adults in the number and scale provided over the past year. To make a strong case for modification of the budgeting system, the CDHP continues to develop a strong public constituency to support the program.

OBJECTIVE SIX: DISSEMINATION

...To gather and disseminate to other institutions the results of CDHP research and experience in designing humanities programs for adults.

Bibliographies and Dissemination Reports

The absence of a complete or systematic bibliography on the subject of the humanities in continuing education led the CDHP to sponsor the creation of bibliographies that are designed to be valuable tools for other institutions planning to develop similar programs. These annotated bibliographies, compiled under CDHP auspices by the Center for Social Analysis at State University of New York at Binghamton, are available for minimal costs of postage and xeroxing: (1) Adult-Learning as a Marketable Product; (2) Support Services/Delivery; (3) Patterns of Participation; (4) Methodological Issues. Available shortly, other reports will cover information on the following crucial issues:

(1) the size and characteristics of the adult audience for humanities programs in the Capital District;

(2) interest among adults in credit and non-credit humanities programs;

(3) the scope, format, location, and content of successful programs;

(4) the recruitment and preparation of faculty for off-campus teaching;

(5) the potential for collaboration among diverse cultural and educational institutions in developing humanities programs in the community;

(6) the value of consultation with community representatives in the design, implementation, and evaluation of innovative humanities programs for adults;

(7) effective strategies for promotion and publicity for off-campus programs;

(8) procedures for overcoming institutional and procedural barriers to off-campus programming.

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Capital District
Humanities Program

CDHP REPORTS

No. 1: The Size and Characteristics of the Adult Audience for Humanities Programs in the Capital District

The Capital District Humanities Program is a collaborative effort involving educational and cultural organizations and community groups in the Capital District. CDHP receives support from the National Endowment for the Humanities and is coordinated by the College of Humanities and Fine Arts at the State University of New York. For further information concerning this report or any other aspect of CDHP, please contact:

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THE SIZE AND CHARACTERISTICS OF THE ADULT AUDIENCE FOR HUMANITIES PROGRAMS IN THE CAPITAL DISTRICT

The general outlines of the adult population of Census Region 6, the Capital District of New York State, can be quickly drawn. The adult population is large and varied. According to the 1970 Decennial Census, the adult population (age 16 and over) of the Capital District is roundly 600,000. It is concentrated in the tri-city area of Albany, Schenectady, and Troy and in the surrounding suburban counties of Albany, Rensselaer, Schenectady, and Saratoga. Beyond this center, it is distributed over the counties of Greene, Columbia, Washington, Warren, Schoharie, and Hamilton and parts of Otsego, Delaware, Fulton, and Montgomery Counties. Large segments of this population, moreover, work in downtown Albany in offices of the state government. Hundreds of thousands of adults can be reached at their places of work or at such nearby complexes as the Empire State Plaza.

The target population is not only large; it is varied. As reflectd in the New York State Needs Assessment Report[1], the adult population of the Capital District is diverse. This includes significant numbers of all adult age groups, from young adults to the elderly, including educational levels ranging from below high school completion to the highest professional training, and income groups ranging from the unemployed to above $35,000-a-year wage earners. It includes a balance of urban, rural, and suburban geographical units and, within the urban center, a sizeable minority population of Asians, Blacks, Greeks, and Hispanics. The committee designing the Capital District Humanities Program considered carefully the exhaustive study of Albany by census tracts, available in A Sociodemographical Profile of Albany, New York, completed two years ago. The diversity of the adult population in the Capital District makes it possible for CDHP to create a more representative program than might be developed in a city with a homogeneous population. Because of its size as the center of the state government, for example, Albany has a large number of lawyers, public administrators, and technical experts. It has

1 Among numerous studies of the general needs of adults in Northeastern New York State and especially of adults in the Capital District are the New York State Continuing Education Needs Assessment, published by the State Education Department in 1977; A Profile of Need: A Study of Post-Secondary Education Needs in Northeastern New York State, prepared for the New York State Education Department under a grant from Title I, Higher Education Act of 1965; and a four-volume Directory of Continuing Education Opportunities in Northeastern New York State.

a large minority population and many thousands of clerical workers, para-professionals, service personnel, retired and elderly people--all of whom are searching for ways to grow as adults and all of whom share the human need to find meaning in their own lives.

Adult programs in the humanities are needed because they can have great practical value for all of these people. Professional studies may have more precision; technical studies, more direction; and vocational studies, more utility. But humanistic studies, focused on language, ideas, and the arts, will always have a role in contributing to our "fitness for the world." Thousands of adults in the area want to learn how to use the English language well; that is, how to think, how to write, how to listen, how to read, and how to speak in order to get better command of the power of language. The most frequently declared educational need on a survey of twelve state agencies is instruction in written and oral communication at every level of the work force.[2] Improved language skills would mean better job opportunities for some, better promotion opportunities for others. They would make reentry into undergraduate and graduate degree programs easier for still others. They would make the work of the administrator more effective and the work of the doctor, the lawyer, and the engineer more understandable to the people they serve.

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2. A May, 1978, survey of the educational needs or working adults includes reports from the Office of Alcohol and Substance Abuse (1000 employees), Division of Substance Abuse Services, Bureau of Training and Resource Development (1800 state employees, 8000 non-state workers), New York State Department of Environmental Conservation (3000 regular and 2000 seasonal workers), Office of General Services (4300), Division of Parole (1000), New York State Department of Motor Vehicles (3200), New York State Department of Labor (11,000), Office of Public Health (5000), New York State Department of Social Services (4000), Taxation and Finance (6000), New York State Department of Transportation (12,500).

During the summer, 1978, the planning committee for the Capital District Humanities Program met with Dr. Mary Reiss, then director of the New York Education Department, Division of Continuing Education (3000 employees) to plan for on-site courses in introductory Spanish and French--and for courses on ideas and values--for office workers whose interests and aspirations, Dr. Reiss noted, are too often underestimated by the colleges.

The same enthusiasm and support were offered by the many organizations and the many community leaders from whom the College sought advice: the Albany Public Library, the Bethlehem Library, the Colonie Town Library, the New York State Museum, the Capital Area Council of Churches, the Black Ministerial Alliance, the Arbor Hill Community Center, The Albany League of Arts, the St. John's-St. Ann's Community Center.

Whatever their professional, economic, or social status, all adults look for the intellectual and inner resources that make coping with the word less burdensome. Whatever their formal educational background, a great many adults want to be better read. They are interested in knowing what a Russian novel about fathers and sons has to do with understanding their own children, or what the notes of a biology watcher have to do with learning that "dying is an all right thing to do," or what the art of maintaining a motorcycle has to do with being at east in a technological world, or what tilting with windmills on a Spanish countryside or joining a group of pilgrims on their noisy way to Canterbury or doing nothing with two clowns who wait eternally for someone called Godot has to do with their daily lives. The great books were written for all people.

A major consideration, then, in planning the Capital District Humanities Program was the adult community the program would serve. And there was every reason to believe that the audience would be large, for every adult, whatever his or her place in the working world, has shared Conrad's weariness with "the prosaic severity of the daily task that gives bread." And every adult for that reason alone needs easy access to the books and the music and the art and the thoughts that offer enjoyment, instruction, inspiration, or comfort. John Ciardi spoke to this need directly in an address before a business audience, entitled "An Ulcer, Gentlemen, Is An Unwritten Poem."

In the audience review summary, the following detailed studies on the population profiles of the Capital District are available for use upon request:

(1) ARTS AND ARTS-RELATED ORGANIZATIONS IN THE CAPITAL DISTRICT
A research project on Capital District audiences with reference to attitudes about the arts. The study was made available in part by a grant from the National Endowment for the Arts through the New York State Council on the Arts, in 1976.

(2) A SOCIODEMOGRAPHIC PROFILE OF ALBANY, NEW YORK
An elaborate study of the Capital District by 26 Census Tract Units. For each census tract, data are presented on population size, race, ethnicity, marital status, family analysis, education, employment, median family income, housing, transportation. For any district in the Albany area, the program committee could obtain the number of adults, educational levels, occupational interests.

(3) The planning committee had also referred to such directories as Art and Cultural Resources Directory for the Capital District with reference particularly to use by neighborhood populations.

(4) The planning committee has also found helpful the FOUR-COUNTY HUMAN SERVICES DIRECTORY, for Albany, Rensselaer, Saratoga, and Schenectady.

Two studies provided the base for initial planning for a project in the humanities for the adult population of the Capital District. The first, New York State Continuing Education Needs Assessment, Report No. 1: Statewide Analysis, is a 383-page document published in Albany, New York, in January, 1977. The second, New York State Continuing Education Needs Assessment, Report 2: Regional Analysis, refers specifically to the Capital District.

The statewide survey conducted by the New York State Department of Education (SED) supplements data gathered by institutions of higher education under Title I of the Higher Education Act of 1965. It was conducted under the direction of the Institute for Research and Development in Occupational and Continuing Education at Cornell University, Ithaca, New York. The SED Survey has three major components: (1) a Needs Assessment of Continuing Education of New York State Adults; (2) a Survey of the Continuing Education Delivery System; and (3) an Assessment of In-Service Training Needs of Continuing Education Staff (the survey instrument is described fully in Appendix A of the original SED document).

In the assessment of continuing education needs of New York State adults, the SED Survey reports information about the perceived learning needs of adults, their learning interests, their attitudes about the conditions of learning, the constraints that interfere with the satisfaction of needs, and inadequacy of counseling and information services. The statewide analysis pays particular attention to subgroups defined by levels of formal education, age, sex, ethnic origin, and urban-rural backgrounds.

In its survey of continuing education delivery systems, the SED Study was designed to discover the full range of learning opportunities and the conditions under which they were available. It surveyed three types of educational institutions: public schools, Board of Cooperative Educational Services (BOCES) facilities, and public two-year colleges. The data made available by the survey include summaries of course offerings, analyses of scheduling patterns, selection of learning sites, variations in credit assignment, and factors of cost. These data have been used by the planning committees to guide the development of the fall program.

The problem, as the SED Survey stated it, compelled the CDHP to act at once to initiate programs in adult education. According to the 1970 census, New York State had approximately 4.9 million adults aged 25 and older with less than a high school education. Of these adults, 2.9 million (59.1%) had eight years or fewer of formal education. These individuals, as well as others served by the Division of Continuing Education, make up 47% of the state's total population and are classified as educationally disadvantaged. Nearly half of all adults in New York State have need of the basic educational and occupational skills to be productively employed.

Besides the educationally disadvantaged, there are other adults who seek training or retraining in occupation skills. And there are large numbers who seek avocational activities for personal satisfaction. The New York State Office of Planning Services estimated that in 1980 there were nearly 10.1 million persons in the state between the ages of 19 and 60. The need for effective continuing education services is clear.

The conditions affecting adult education programs are summarized on pages 258 of the New York State Report:

(1) Adults are using learning opportunities. During the 1975-1976 school year, 918, 725 adults participated in a variety of activities offered through New York continuing education programs in the public schools. This number represents an increase of 200,000 adults since 1970.

(2) Public school continuing education programs in New York State are currently administered by program managers, two-thirds of whom are involved only part-time in these responsibilities.

(3) Many adults in the state do not participate in these programs. Non-participants are found in disproportionate numbers among the educationally disadvantaged, largely because of financial barriers. Research studies indicate that the higher the level of education, the higher the income and the more likely are adults to enter learning programs. Thus, middle-income adults, already relatively well educated, show the highest participation rates in adult programs.

(4) In New York State, the Department of Labor reported an unemployment figure of 8.7% for December, 1976, and the figure for metropolitan sections ranging as high as 10%. These unemployed persons must be given educational opportunities in order to fit into the labor market.

(5) Increasing numbers of older persons have educational enrichment needs. Those age 65 and older comprise 11% of the state's population. And large numbers of persons approaching retirement age have indicated that they are seeking ways of spending the years following employment in productive and rewarding pursuits. This segment of the population constitutes a major audience to serve.

(6) The number of families in the state with incomes below the poverty level is increasing.

The needs assessment found that almost all adults surveyed showed a marked interest in learning. Approximately 95% of the adults surveyed cited one or more topics of interest. Adults of all ages, educational background, income levels, occupational groups, ethnic backgrounds, and living units want to learn. But the desire to learn is not enough. The barriers to participation--cost, home and family responsibilities, transportation, fear of returning to school--must be dealt with.

In New York State specific adult education needs were determined through a compilation of responses of more than 20,000 adults who were interviewed in their local communities. The SED Report summarized these responses:

(1) Most adults are interested in learning. One or more subjects of personal interest were identified by 95% of the respondents. Only 5% failed to identify an interest. Half of the respondents chose five or more topics of interest.

(2) The choices of adults reflect a wide variety of learning interests.

(3) The choices and reasons given for the selection of a first-choice learning interest differed according to the adult's life situation or special characteristics as a potential learner. Adults with incomes of $7000 or less, adults who lacked a high school diploma, adults from minority groups--all chose job-related course. Those with lower education and lower income viewed continuing education as an avenue for improving job-related skills. Conversely, the most of those with higher education and higher income wanted continuing education for avocational reasons.

(4) A majority of adults preferred a series of courses or programs of study in their primary learning interest area, particularly noted in reference to topics often associated with certification, licensing, or completion of degree requirements.

(5) For a variety of reasons, many adults do not participate in organized continuing education activities. Many felt that they did not have enough information about opportunities in local communities. Others cited inconvenient scheduling of courses, classes located too far away, financial barriers, reluctance to test their ability to compete. Cost of tuition is one of the most highly ranked barriers to participation.

(6) Nearly two-thirds of continuing education administrators and 90% of the teachers surveyed are part-time. The system is in general fragmented.

Learning opportunities vary greatly from area to area and from one institution to the next. Adults surveyed felt the lack of programming to meet their special needs.

Of particular interest to CDHP were the following tables from the general survey:

The first table here reproduced refers to the choice of "most popular non-job-related subjects." Even though the term humanities is not easily defined, a significant percentage of respondents chose the area as a major interest. (table 15 in the original document).

Most Popular Non-Job-Related Subjects

Subject	Percentage Whose Interest is Non-Job-Related
Arts and Crafts	76.2
Gardening	75.7
Humanities	74.9
Home Repairs	72.7
Occult Sciences	71.0
History, Government, Current Events	70.6
Sports and Games	70.4
Physical Fitness	68.7
Sewing	67.7
Cooking	66.8

The second table here reproduced refers to "non-job-related" reasons for wanting to study the subject of first-choice interest. (Table 16 in the original document.

Non-Job-Related Reasons for Wanting to Study

	N	%
Personal enjoyment	4442	49.4
Learn skills useful for daily life	2119	23.5
Learn for the sake of learning	1379	15.3
Meet people or be with friends	359	4.0
Enrich family life	301	3.3
Help people	231	2.6
Other	169	1.9

The third table of interest to CDHP is planning a humanities program appears as Table 12 in the original document. The table indicates the strong relationship between educational level and income. The higher the income, the less likely one is to take a course for a job-related reason. The large market open to programs in the humanities immediately will be the college graduates, who are familiar with the formal structure of education, who want to enrich their lives by getting a broader background, and who are most aware of the importance of the humanities.

Respondents with Job-Related First-Choice Interest by Educational Level

Educational Level	%
No formal education	45.1
8 years or fewer	45.7
Some high school	52.4
High School Diploma or G.E.D.	44.9
Business or Trade School	37.8
Some College	44.3
College Degree or More	30.1

The fourth table of special interest appears as Table 13 in the original document. The majority of those with higher education and higher income wanted continuing education for avocational reasons more than for job-related reasons.

Interest by Income
Job-Related First-Choice

Less than $2,000	59.2
$ 2,000-5,000	50.6
$ 5,000-7,000	51.2
$ 7,000-10,000	47.4
$ 10,000-15,000	43.0
$ 15,000-20,000	37.5
$ 20,000-25,000	35.3
$ 25,000-30,000	30.2
$ 30,000-35,000	32.1
$ 35,000 or more	27.0

The detailed report of the State Education Department points out the general educational needs of adults in New York State. CDHP has acted to meet these needs in the special area of the humanities and in this way has contributed to the goals of the larger educational system.

The first objective of the College in planning its project was to gather national data on adult needs in the various fields of the humanities. The refined information for the New York State region and particularly for the Capital District is helpful both to the State Education Department and to the College.

Another objective of the College was to make a comprehensive study of programs in the humanities available to adults and to examine all the components of the various continuing education delivery systems in this area. The recommendation of the SED Study to identify all special instructional techniques geared to adult learners and all curriculum modules designed for a variety of learning environments was followed by CDHP in its project.

Other recommendations made in the SED Study have guided CDHP in selecting its priorities and establishing its objectives: to develop a viable administrative model for planning and conducting adult education programs, to design a management information system to provide data in the humanities for decision-making, to devise a strategy for upgrading all personnel who seek to work with adults, and to find ways to eliminate cost barriers to participation in adult programs, especially among low income groups.

Finally, the SED Survey provided valuable data for planning new programs in its study of scheduling preferences, location preferences, varied learning

options for adult learners, and adult curriculum designs. The State Needs Assessment made the planning committee sensitive and responsive to adult preferences and adult needs. The Program, then, was designed with an awareness of the issues that needed to be resolved.

New York State Continuing Education Needs Assessment
Report No. 2: Regional Analysis
Region 6: Capital District
September, 1977

The regional assessment of continuing education needs was helpful to CDHP in providing general evidence about the learning interests of adults in the Capital District. The report supports CDHP's impression about the preferences of adults for learning sites and for scheduling patterns. The assessment, however, does not provide the kind of detailed date CDHP wants on adult interests in the humanities. For this reason, CDHP relied more heavily on a survey instrument applied during the summer of 1978.

The regional assessment was based upon a total number of respondents from the Capital Region of 1862 out of potential adult population of about 600,000 persons. In the statewide study each school supervisory district throughout the state was instructed in methods of randomly selected 70C of its adult residents for interviewing. Moreover, since the project had special interest in the responses of undereducated adults, interviews were instructed to use special effort to obtain responses from this segment of the population.

CDHP was interested in a more comprehensive survey, in a broader population of college graduates, undergraduates, high school graduates, and the educationally disadvantaged. It was and is interested primarily in the areas of the humanities.

Significant in the regional assessment, however, were the data on previous participation in continuing education. The Capital Region, it is clear, is an educationally active area. More than two-thirds (67.7%) of the respondents indicated that they had participated in some type of continuing education activities since leaving school. In Greene County, for example, 51.8% of the respondents indicated previous participation, while in the Saratoga-Warren District, 77.3% had been so involved. Even more important, more than half of all respondents in the Capital Region (51.9%) who had taken a continuing education course had done so within the past year.

Another factor revealed by the regional assessment of interest to CDHP is the desirability of information and counseling services. Adults surveyed indicated to a significant degree the need for information about the availability, location, and scheduling of learning activities in their areas of interest. Survey findings in this region indicated that 36.4% of the adults interviewed felt that they had sufficient information, while 48.9% said that they did not have enough information. When asked about the best way of obtaining continuing education information Capital Region respondents preferred the method of direct mailings (43.2%).

Among the recommendations made by the writers of the regional study are the following:

(1) For continuing educators to meet the needs cited in the report, they must expand course offerings, especially during the daytime, when the undereducated, the underemployed, and the aging are most likely to participate. CDHP has expanded course offerings to meet the demands of the adult clientele for scheduling during daytime hours, evening hours, or weekend hours.

(2) Potential classrooms for continuing education are becoming available throughout the region as a result of declining school enrollment. But data are not currently available regarded unused classroom space. The recommendation is to survey the space available in school districts, libraries, and community organizations. CDHP has done such a survey of physical facilities.

(3) Since respondents prefer to receive information through direct mailings, institutions are encouraged to use this method for publicity and outreach efforts. CDHP relied on this method in its promotion phase.

(4) The administration of this growing field can no longer be considered a part-time activity. Full-time leadership will be needed to develop and operate day and evening delivery systems to serve the adult population. In addition, personnel making a commitment to adult education should have access to pre- and in-service training experiences which are credit bearing. These experiences, it is recommended, should be designed with significant involvement of practitioners in the fields. Funds should be provided to establish demonstration centers which could provide training to local adult education personnel. CDHP has made provisions for developing

administrative and faculty personnel for this specialized task and has appointed a full-time director.

(5) The report recommended support for experimentation to find new ways of imparting skills and information. It recommended planning programs in cooperation with the major employers in the region, establishing neighborhood centers to serve the aged, those who cannot travel long distances, and low-income groups. The College has recognized these needs in its planning and works with agencies representing senior citizens. Additionally, CDHP has formed an Inner City Task Force to provide program opportunities for low-income groups.

Additional Studies

Additional studies used by the Planning Committees include three in-depth reports:

(1) A Profile of Need: A Study of Post-Secondary Education Needs in Northeastern New York State.

A study supported by a grant of federal funds under Title I of the Higher Education Act of 1965: Community Service and Continuing Education, under Robert G. Nurnberger, Project Director, the College of General Studies, State University of New York at Albany. The report is the record of the procedures, results, and conclusions of a post-secondary continuing education needs survey covering the period from September 1, 1973, to June 15, 1974. It covers such topics as interests, characteristics of users and non-users of continuing education opportunities, preferences as to time, format, and delivery services, occupational characteristics of users and non-users, methods of financing post-secondary education, educational efforts of business and industry, and an analysis of regional characteristics.

(2) A Study of Part-Time Students in Northeastern New York State: Secondary Analysis.

This report was prepared by Capitol Associates, Joanna Banthin and Leigh Stelzer, as part of the work of the Cooperative Project to Improve Continuing Higher Education, September, 1975. The report constitutes a secondary analysis of date on "current student survey," included in the Profile of Need. The purpose of the report is to provide school-by-school results of the survey of part-time students. The survey analysis refers to students enrolled at twelve Capital Dsitrict institutions: Columbia-Greene

Community College, Fulton-Montgomery Community College, Hudson Valley Community College, Rensselaer Polytechnic Institute, Russell Sage College, Schenectady County Community College, College of Saint Rose, State University College at Plattsburgh, State University of New York at Albany, Agricultural and Technical College at Cobleskill, and Utica College.

(3) Final Project Report: Cooperative Project to Improve Continuing Education

A report of a cooperative project, conducted over a three-year period by some 15 of the colleges and universities in Northeastern New York State, whose major goals have been to improve and promote the Region's continuing education programs and to serve the educational needs of its adult population. The report was prepared by Harry G. Walling, Project Director. It recommends a consortium approach to program planning to avoid unnecessary duplication and to identify gaps in services. It does not recommend, however, substituting the consortium for intercampus competition.

In addition to these three major studies, smaller, but important, studies are available. One of these, A Study of Postsecondary Continuing Education Needs of Human Service Agency Personnel in Northeastern New York State, is an attempt to determine the educational needs of some 3000 full and part-time employees of 159 human service agencies in the four county Capital District of New York state. Frequency and percentage distributions and cross-tabulations of key variables were generated by the Statistical Package for the Social Sciences (RPI) computer program.

The CDHP planning committees also took into consideration the work of the Council for the Advancement of Lifelong Learning (CALL) and the results of two discussions, part of a lecture series sponsored by a committee at SUNYA to focus on the topic of "The Idea of a University--Revisited," on the specific topic, "New Clientele: The Impact on the University of Demographic Changes in the Society." The discussions took place on the campus in the late fall, 1977. Recommendations of interest to the planning committee include creating more courses for evening and weekend hours, recruiting adult students for specialized programs, revising admission procedures for these students, staggering the traditional academic semester, developing workshops and institutes, encouraging the faculty to be innovative in course development, and finding new funding approaches for these new programs.

II. CONTINUING EDUCATION OPPORTUNITIES IN NORTHEASTERN NEW YORK STATE:

The most readily available information on continuing education opportunities

in Northeastern New York State has been prepared by the Council for the Advancement of Lifelong Learning, Latham, New York. Among the publication of CALL studies by the planning committee for the project in the humanities are the following:

(1) CALL Guide to Continuing Higher Education Credit Courses, a tabloid publication which appears three times per year and lists over 1700 credit courses offered by area colleges during the late afternoon, evening and on Saturday, as well as all Summer Session offerings.

(2) The Directory of Continuing Education Opportunities in Northeastern New York State, compiled by Harry G. Walling, Jr., and Holly C. Finkle, a five-volume publication listing institutions and organizations that offer educational programs in the sixteen county area in Northeastern New York. The Directory includes program descriptions, tuition and fees, credit and non-credit programs. counseling services, and the names of staff to contact for additional information.

Volume 1: Degree Granting Institutions
Volume 2: Proprietary Schools
Volume 3: Community Service Agencies
Volume 4: Arts and Cultural Organizations
Volume 5: Public Schools and BOCES

The volumes are helpful in providing an overview of educational programs, but they do not sort out programs directed specifically toward the humanities. The programs identified, moreover, are generally either traditional college courses designed for traditional college undergraduates or vocational courses designed for job-related needs.

Additional publications include A Guide To Tuition Assistance Available from Employers Located in Northeastern New York State, a comprehensive listing of various educational programs designed to serve the particular needs of women; A Guide to Financial Aid for the Part-Time Student, a listing of various sources and programs as well as eligibility requirements of aid programs for post-secondary continuing education students.

CDHP also studied the listing of "Part-time Programs Leading to Certificates, Associate Degrees, Bachelor Degrees at CALL Member Colleges that can be pursued through early morning, late afternoon, evening, and weekend courses." They are aware of additional programs which a part-time student can

pursue during the day and through the Alternative Degree programs offered by Empire State College, Regents External Degree, University without Walls--Skidmore College, and the College of Saint Rose Degree Program for Experienced Adults.

The CDHP initiated a program of research activities during the past year consisting of surveys and studies designed and directed by Professor Joseph Woelfel, a faculty member in SUNY/Albany's Department of Rhetoric and Communication. The design of the research is based on well-documented sociological and communication theory, similar to the theory that guides marketing methods used to promote commercial products more effectively to new audiences. The research program was conceived as a tool to assist CDHP staff and faculty members in understanding more precisely how non-traditional adult students perceive the humanities and what criteria they associate with a high quality educational program. Such information helps to guide program development as well as promotion strategies more scientifically than was the case for early CDHP pilot efforts. The research was also designed to obtain baseline data for measuring changes in the public's perceptions of the humanities over time that might be attributable to the CDHP and other initiatives in the Capital District region.

Data were obtained from interviews with individuals randomly selected using standard techniques from five population groups: (1) the general, metropolitan district; (2) state office workers; (3) residents of economically-disadvantaged inner-city areas; (4) students already enrolled in CDHP programs; and (5) members of the SUNY/Albany humanities faculty. Initial interviews were followed up by over five hundred in-depth telephone interviews. Both the initial and the follow-up interviews yielded enormous quantities of data, much of which is still being analyzed.

Perceptions of the Humanities

Individuals in each population group were asked to speak as long and as thoroughly as they could about their understanding of the nature and scope of the humanities. Key words and phrases used by each respondent were recorded and classified to produce a listing of concepts used most commonly by individuals in each group. Interestingly, the most common response among all sample groups was "They (the humanities) have something to do with people." The second most common response was "I have no idea," even following con-

siderable probing by the interviewer. More detailed analysis of the interview data yielded five themes or concepts that appeared across all five populations, and three concepts unique to each of four of the other population groups. For inner city respondents no concepts in addition to the five common themes were reported. The concepts are displayed in the chart below:

Common Concepts for All Samples

1. People
2. Courses
3. Arts
4. Literature
5. Community/Human Relationships

Special Concepts by Sample Group

Albany Metropolitan Sample and SUNY/Albany Humanities Faculty Members:

1. History
2. College
3. Values

State Workers:

1. History
2. Values
3. Self Improvement

CDHP Students:

1. Study of Man
2. Language
3. Philosophy

The data obtained from the interviews correspond well with some of the intuitive hunches that guided several of the early CDHP pilot efforts, and with some of the responses to more recent CDHP programming during Phase I. The most well-attended CDHP programs offered thus far tend to deal with people and human relationships. Literature and history, particularly local history, are also popular subject areas. Program titles, designs, descriptions, and graphics that reinforce a program's human content, local relevance, and opportunity for intellectual stimulation generate much more interest and enthusiasm than more traditional scholarly depictions of the same material. This conclusion has been incorporated into the CDHP's strategy for publicity and promotion.

The data were further analyzed to generate distance comparisons for each of the target populations. By distance comparisons, we mean an individual's judgment as to how far he/she feels from each of the concepts used to describe the humanities. Not surprisingly, humanities faculty and current participants in CDHP tend to feel much closer to these concepts than do persons in each of the other population groups. The chief value of the distance comparisons, however, is in the opportunity they provide to make comparative assessments in the future; that is, the current survey information provides a base against which to compare future assessments for the same population groups. Over time, changes can be detected in the concepts used to describe the humanities as well as in the respondents' feelings of familiarity or distance from humanities programs.

Capital District
Humanities Program

CDHP REPORTS

No. 2: Interest Among Adults in Credit and Non-Credit Humanities Courses

The Capital District Humanities Program is a collaborative effort involving educational and cultural organizations and community groups in the Capital District. CDHP receives support from the National Endowment for the Humanities and is coordinated by the College of Humanities and Fine Arts at the State University of New York. For further information concerning this report or any other aspect of CDHP, please contact:

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INTEREST AMONG ADULTS IN CREDIT AND NON-CREDIT HUMANITIES COURSES

Early in the project (prior to the establishment of the research and evaluations group), questionnaires were administered to approximately 500 students enrolled in CDHP programs in late 1979 and early 1980. These questionnaires attempted to establish the demographic or structural characteristics of those who attended such programs. These early questionnaires were administered to the total population of students and provided important background information.

Perhaps the most important finding of these studies was the extent to which the existing program serves a specialized audience. The modal age of students in the program was 62-65 years, the modal educational level was more than a master's degree (i.e., a master's degree plus additional work), while the modal income was less than $10,000. While these may initially seem incongruous figures, they point to a population made up mainly of retired academics, such as teachers, professors, librarians, and so forth. These figures show the marked effect of structural variables on enrollment in the humanities program. First, the appeal of the program is strongly concentrated in upper status educational elites. Second, attendance is strongly dependent on large blocks of unstructured time, as the large concentration of retired persons indicates.

These structural effects are very serious from an economic point of view. The commitment to teach a program in the CDHP or a similar program typically requires about a third of the professional commitment of a full time academic or similar individual for a semester. The cost of the salary of such a person can range from about $2,800 per semester for a new assistant professor to as much as $7,000 for a senior full professor or equivalent. If 20 persons attend the program, the cost per student can range from $140 to $350, excluding the costs of facilities and all other overhead and expenses. Even if 300 persons attend (some of the CDHP's largest programs exceeded 300) costs per student can still range from $10 to $25 per person.

The demographic characteristics of the students served by the program in its current form cause concern in two obvious ways. First, the people served are typically retired persons on a limited income who cannot afford the large fees which would have to be charged were such programs to approach a self-supporting level. Second, since the main population served is both retired and heavily credentially academically, the students are very unlikely to enroll in the program for academic credit. In fact, fewer than 5% and often fewer than 1% of the students in the programs have been enrolled for credit. Students

who enroll but do not take courses for credit help to fulfill parts of the goals of programs like CDHP, but they do not help important secondary goals such as increased credit load needed by humanities programs everywhere. Moreover, they guarantee that continued existence of programs of this type will require relatively heavy external subsidies.

The lack of interest in credit programs can also be understood in terms other than the demographic ones above. In the process of enrolling participants for credit there are many who rebel against the onus of filling out forms. CDHP, in conjunction with the University Registrar, has worked out an easy admission form to cope with this problem. We are still working on ways to streamline the process, both for the University and for our participants.

We have noticed that a new fee category, Formal Audit, has proved to be popular with our participants. The formal audit fee, equivalent to the one-credit charge, allows a means for capturing headcount and is low enough in cost ($30) to be affordable.

The experiment with the formal audit fee has shown us that the cost in and of itself poses no difficulty for participants; the major problem resides in having the participants formally fill out the requisite forms. One of the challenges before us is to make the registration procedure as painless and short as possible.

One approach not yet taken would be to set up a special adult/community participant rubric, one which would take account of the enrollment, but would not need to generate a transcript. Our problem clearly rests in the credit-generating formula for financing instruction. It is clear that we need to capture headcount, that we need fees equivalent to credit fees to be paid, that we concentrate on simplified registration materials, and that we formulate a mechanism to apply the headcount toward faculty workload policy. Perhaps the current state legislation can be changed to allow faculty to be released in order to teach in public programs of credit quality. The future of CDHP as well as other public humanities programs hangs on the ways in which universities interpret their roles and contributions in the public domain.

On the other hand, the interest in non-credit programs continues to grow. We see that at least a few of our programs can be self-supporting. Our audiences to date have been predominantly middle-class persons with some prior college experience. For 1981, we have developed a task force specifically to generate ideas and to fund programs for audiences in the inner city. Indirectly, a

wide-based level of participation at the non-credit level may ultimately help CDHP make its case for the University's making faculty available on an on-load basis. We have used and continue to use our best faculty, not adjuncts. This has certainly helped us in all regards because the perceived quality of the faculty is the key factor in the success of our programs.

Capital District
Humanities Program

CDHP REPORTS

No. 3: The Scope, Format, and Content of Successful Programs

The Capital District Humanities Program is a collaborative effort involving educational and cultural organizations and community groups on the Capital District. CDHP receives support from the National Endowment for the Humanities and is coordinated by the College of Humanities and Fine Arts at the State University of New York. For further information concerning this report or any other aspect of CDHP, please contact:

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The Scope, Format, and Content of Successful Programs

The key to success in public humanities programs is in realizing that there are a large number of variables, all of which are intricately related. This kind of interdependency makes it difficult to point to a sure-fire combination for success. Part of this equilibrium will always remain unknown and unforeseen: weather, conflicting events scheduled at the last moment, etc. While one cannot plan for the unexpected, one should always be prepared for it whenever it should come. We always review each program in terms of "what if the worst should happen?" In this way we build a degree of flexibility into our best-laid plans.

But there are many variables that can be identified as bearing on a program's chance for success. In terms of content and structure, we have learned that collaboration (in planning and implementation) among cultural and educational institutions results in an enriched, substantial experience for participants. The involvement of our community advisory councils insures a rigor and quality such programs might not otherwise have. Community representatives are valuable resources who take very seriously their role as participants in the development process.

Programs that are multidisciplinary and multifaceted are very appealing. The use of lectures, slides, films, performances and other activities interspersed among each other keeps the program from being too academic. Using several resource persons helps to sharpen the focus by promoting different points of view. In general, adult audiences respond very well to innovative formats.

Other variables:

Target Audience/Direct Appeal

Our most successful (populous) have been ones that were targeted at a particular group. Ethnicity has played an important part in drawing audiences for programs on "Ireland" (4,321 total attendance) and "Jewish American Literature" (2,884 total). However, a course designed for an inner city audience drew well, not because of the course, Practical Writing, but because a community person virtually hand-picked a group in the South End of Albany. One might presuppose that a given constituency is a natural for a course on this or that special topic, but one would still be wise to find a knowledgeable, respectable representative of the group to promulgate the details of the program. Careful and personal cultivation pays off.

Advertising/Promotion

Here again, the involvement of community representatives can be profitable and time-efficient. The various word-of-mouth channels can be an enormously helpful (not to mention economical) means of promotion. Additionally, we have identified newspapers and newsletters that carry calendars of events. Overall, our best investment was retaining a professional publicist. Her agency is able to write press releases, feature stories, advertisements, etc.; in addition, she is able to get us time on radio and television stations for interviews and discussions. Moreover, by hiring this agency on a contractual basis, rather than on a salary line, we save paying fringe benefits. We do have a limited mailing list (6,000) but we believe that the use of media, with a direct this-is-for-you-in-particular appeal, is a greater asset in reaching the local audience. We do not buy air time: the publicist arranges for us to be on particular programs as part of regularly scheduled broadcasts. This gives us a visibility we could not afford to buy.

Professor

Our experience has shown that a professor can make or break a program. The public domain is much different from the university classroom. If a professor recognizes this, he will have little trouble. If he doesn't, he will need to be reprogrammed. Although this may sound like common sense, the adult public does not respond well to condescension, elitism, specialist vocabularies, unusual mannerisms. The reputation a professor enjoys is probably confined to the campus. In the public's eyes, he will need to create a viable image ab ovo.

If a professor has already established name-recognition in the community, his chances are very good for drawing an audience. More than not, the amount of charisma, genuine concern for others, and articulation will decide whether a professor succeeds or fails. Unfortunately, a brilliant publisher who cannot reach a public audience is of little use in a public program. This audience is not interested in college degrees, credentialling, or doctoral research. It is interested in being enriched and in being stimulated. A professor's attitude is the key determinant: if he doesn't seem to care, or he seems to care too much about himself, his audience will start leaving. Moreover, a professor who is ill-equipped for public presentations will only contribute to a less than-flattering stereotype many citizens have about

academics. A public program should offer a way of creating a bridge between the university and the community.

Format

Whether or not the program is best served in a fifteen-week discussion series, five-week module, a lecture learning weekend, or an intensive one-day seminar, the key variable is interaction. Simply stated, adults respond very favorably when they have a feeling of involvement and an awareness of information exchange. Adults are looking for stimulation, not for passive ennervation. A program that meets this expectation will be judged a very successful program. Again, the interactive approach brought by a faculty member will achieve this result.

CDHP programs and courses have been as long as the conventional 15-week college semester, and as short as one day. Our earliest offerings were inclined to be traditional in format; for example, the highly successful pilot program, "Irish Literature and Culture," offered at the New York State Museum, consisted of fifteen free public lectures, followed by small seminars for students taking the course for credit. What made the program innovative, however, was the fact that it was offered on Saturday afternoons, a time which many University administrators repeatedly argued would prove unappealing. To everyone's surprise, "Irish Literature and Culture" attracted audiences of up to 300 persons per session. Although the contact-hour requirements for credit-bearing courses impose some restrictions on format, the CDHP has experimented with a wide variety of program designs.

(a) Short Programs and Single Events

Continuing education specialists have been aware for some time that adult learners often find it difficult, psychologically and practically, to make long term commitments to academic programs. Accordingly, CDHP has experienced with short, intensive programs, such as the Leisure Learning Weekend entitled "One Century: The Rise, Peak and Decline of a 18th Century Industrial Society", which provided an intensive, two-day examination of 19th century Troy, New York, as well as adjacent areas comprising the Hudson-Mohawk Urban Cultural Park. This program offered 25 participants, who were housed in a Troy hotel, a carefully designed and tightly scheduled series of lectures, discussions, and visits to historic sites. Seventeen faculty members were involved, most of whom participated through much of the weekend. Specially-prepared

document packets were distributed to participants in advance of the experience. The entire program was a joint venture of the CDHP and the Hudson-Mohawk Industrial Gateway.

A more recent experiment consisted of an afternoon program which may prove to be the first in an ongoing series. Designed in collaboration with the New York State Library, the program, entitled "The Climate of Love", consisted of readings and interpretation of poems by the accomplished actress and teacher Shirley Blanc Romaine to a Sunday-afternoon audience at the auditorium of the Cultural Education Center/ Empire State Plaza. The program was taped by WAMC, a National Public Radio FM station affiliated with the Albany Medical College. Response to the reading and commentary was enthusiastic, and the CDHP intends to produce more programs of this kind on various themes. The tapes can be used for discussion groups at locations such as nursing homes and senior citizen centers.

(b) Five-week Format

Several programs have been offered using a five-week format, either as non-credit programs for library users (for example, "Getting to Know the Great Books" and "Moby Dick") or as credit courses (one credit per five-week course). The five-week format proved useful in the latter context as modular units to which students could make a short term commitment. Ultimately, these students might enroll successively in two ro three five-week modules, which together would be the equivalent of a two or three credit course.

This modular format has been used so far in two rather different contexts. At St. John's Community Center, students with no college experience and very little confidence in their ability to do college level work enrolled in a five-week, one credit course in reading drama, the equivalent of one-third of the English Department's regular introduction course. Encouraged and excited by their success, they requested and successfully completed a second module on fiction. A largely non-credit audience attended "The Vitality of the American Theater," offered in three five-week modules, each of which sought to answer the question, "What gives the American Theater its vitality?" Three sources of vitality postulated in the answer gave the course its organization: the solitary genius (Eugene O'Neil); the renaissance of a subculture

(Black Theater); and the new blood of the avant-garde (emerging playwrights of the Off-Broadway and Regional Theater Movements). This tri-partite answer formed the three modules of the fifteen-week program and provided an opportunity for the students to encounter materials seldom treated in conjunction with each other.

(c) Lecture/Seminar Format

The lecture/seminar format has proven to be an extremely flexible one for CDHP programs because it permits various degrees of involvement in a single program. Participants may attend one or all of the lectures free of charge, without making any commitment to the program as a whole. However, students interested in receiving undergraduate or graduate credit (often either option is available), or in subscribing for a non-credit fee, attend small seminars and undertake reading and writing assignments. The CDHP staff is considering developing a system according to which individuals who are not originally enrolled in the seminar but decide, after attending one or more lecture, that they would like to enroll on a non-credit basis, may join the seminar and pay a pro-rated fee.

Perhaps the most innovative use of the lecture/seminar format to date had the effect of drawing enrolled students from sites close to home to another location in order to attend another segment of the program. "Classical Mythology in Western Tradition" was a highly successful program based on an interdisciplinary approach to the study of Greek and Roman Mythology in masterpieces of music and literature of the Western World. Illustrated free public lectures on important cycles of classical mythology were followed by a seminar that raced the influence of these myths in drama, opera, and film. The introductory lectures were offered on Tuesdays and Wednesdays at the Bethlehem Public Library.

(d) Study Circles

This special form of small group study, highly developed in Denmark and Sweden, is designed to provide structure for an informal system of adult education. It is described by Dr. Norman D. Kurland in his article "The Scandinavian Study Circle: An Idea for the U. S.?". The CDHP has sponsored three small study circles to date. The first, inspired by the Upper Hudson program, consisted of twelve persons, with

an architectural historian and planner serving as a facilitator, who came together to study Albany's "Pastures" neighborhood. A second study circle, located in the city of Cohoes, studied the history of that community through examination of a national historical landmark, St. John's Episcopal Church. The third study circle was co-sponsored by the Institute of Man and Science in Rensselaerville, New York. This study group considers questions pertaining to human values in small rural towns, and the expression of those values in literature. Study circles do not carry the option of academic credit, but they do require structured study and encourage participation to produce some product as a paper, a slide show, or journal.

(e) Considerations that Affect Format

Numerous considerations relating to audience, time of year, the geographic attraction of the Capital District, and the nature of the material to be covered, need to be taken into account as a course is being developed. For example, the Jewish-American Literature course employed the same format as the Irish Literature and Culture course, except that it was offered on Sunday afternoons instead of Saturday mornings. A course developed in consultation with the Capital District Council for Social Studies, "Agrarian Conflict in Colonial New York," was designed for an audience that would include secondary school teachers; the course met two evenings per week, with day trips to locations where the anti-rent wars in the Hudson Valley occurred: here, trips were scheduled for weekends after the school year ended in June. One of our most successful courses, now being offered for the third time, "Music and Theatre in Performance," is designed around the schedules of the Saratoga Performing Arts Center, Tanglewood, Jacob's Pillow, The Williamstown Theatre, and the Lake George Opera Festival. It consists of evening lectures designed to inform and enhance the student's experience of the concerts, operas, plays and dance programs by placing them in their humanistic as well as artistic context. Participants may take advantage of group-rate tickets and free bus transportation, or may independently attend the performances.

Location

The location of programs is critical to the success of programs. For adults, particularly senior citizens, the perception of the place in

terms of (1) accessability, (2) parking, (3) safety (lighting at night), (4) closeness to home, will be a deciding factor on whether or not to attend. In the Northeast, winter poses problems with cold and snow; hence, a location nearer to home is preferred. In the summer, trips of eight to ten miles are easily negotiated. Whether or not the locations are accessible by public transportation is not a factor (yet), since our clientele travels mostly by "private car or car pool". Public libraries, community centers, museums, schools, and other large, easy-to-find buildings are ideal. Despite the reality of any given location, the individual's perception of it will hold sway.

Time of Day/Day of Week

All of our programs have been given on weekday evenings or on weekends. We are exploring the possibility of having programs on weekday mornings and afternoons. For retired persons and house persons, this would be ideal; for the teaching faculty this might be difficult. From our past experience, we realize the need to take into consideration recommendations from our citizen advisory committees.

Calendar Conflicts/Competing Events

Here is where a local network of people who have their fingers on community pulses is crucial. CDHP tries to work with as much lead time as possible (usually 3-4 months; six is optimum). By announcing and discussing our plans with other agencies and organizations, we accomplish three things: (1) we discover what else is going on; (2) we can then discuss with groups the possibility of joint, spin-off, or ancillary programs; (3) we inform them of our intentions and when we are implementing them. When the communication among all groups is good, all moves smoothly. When there is a break in the chain, problems arise. Communication is the answer (one might note that it is important to identify and deal with those who are in a responsible position within organizations; sometimes the staff of one group will not be in touch with one another).

Expenses

The public sphere is a marketplace for humanities programs. The rules of supply and demand obtain. Free lectures draw very well; subscription lecture series draw well also, especially if there is an individual program fee. However one may ascertain it, the going rate is whatever the market will bear. Excessive fees have never forced the cancellation of any program.

Duration/Time of Year

This one variable is really dependent on the others. No one will sit and be bored for any amount of time. Some will listen to a gifted professor for hours on end. Generally, we aim for programs of one to no more than two and one-half hours. The exception is the special event: the leisure-learning weekend (a weekend); the museum tour (one-half day); music and theatre in performance (one-half day). The audience's interest level in the topic and the instructor's skill in discussing it are key deciding factors. If a program has academic credit attached to it, then it must meet the full number of contact hours required for that amount of credit.

We do follow a semester cycle because we do use the faculty of the University. But not all programs are given in fifteen week modules. The winter semester poses one small difficulty for one of our larger constituencies. Retired teachers and government employees head South for parts of the winter semester. We have not had to cancel any programs for under enrollment because of this migration. But it is a factor albeit a small one.

One of our community advisors has recommended that we start a number of programs immediately following the Chirstmas holidays. In this fashion, programs can be used "to fill the sudden void in peoples' lives and schedules."

Summer programs have been very successful because of the area's rich offerings in music, theatre, and dance. We collaborate with these large providers in order to present interpretive lectures to accompany the events, or, in some cases, to precede the event by a few days. From this kind of cooperation we are able to be part of each other's publicity and ticket packages. We feel that there is a great future in this type of teamwork.

Conclusion

The ways in which one assesses, calculates and manipulates these variables will determine the relative success or failure of a given program. Audience surveys or needs assessments will provide useful guidance information. An advisory council of local citizens will also produce additional insights and suggestions. Mostly, the venture beyond the academic walls will be enthusiastically received. It is our experience that it is quite possible to work together to build toward what each one could not do alone.

Capital District
Humanities Program

CDHP REPORTS

No. 4: The Recruitment and Preparation of Faculty for Off-Campus Teaching

The Capital District Humanities Program is a collaborative effort involving educational and cultural organizations and community groups in the Capital District. CDHP receives support from the National Endowment for the Humanities and is coordinated by the College of Humanities and Fine Arts at the State University of New York. For further information concerning this report or any other aspect of CDHP, please contact:

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THE RECRUITMENT AND PREPARATION OF FACULTY FOR OFF-CAMPUS TEACHING

Recruitment

The response of faculty to CDHP programs has been enthusiastic. Most faculty members report that a class of adults is a stimulating, intellectual as well as pedagogical challenge, and most faculty who have taught or coordinated a course in the community have gained wide and gratifying public recognition for their work. As a result, the CDHP has been approached by increasing numbers of faculty who wish to be given a chance to teach in the program. Faculty have not, however, been equally successful in adapting their courses or their teaching strategies to the CDHP. It has been encouraging to the staff that only two of twenty three programs offered in Phase I were unsuccessful from a pedagogical point of view, but these two examples have helped us to construct a profile of the "ideal" CDHP instructor as one who:

a. can make the content of the course or program immediately attractive and appealing to a non-captive audience;
b. can deal with students for whom learning, not performance on an examination, is a primary goal;
c. can deal with students who are intellectually aggressive, articulate, and bring a great deal of non-academic experience to the classroom;
d. is patient and tactful with students or participants who are unfamiliar with the conventions and decorum which prevail in traditional college classrooms;
e. can respond quickly and with good humor to unexpected problems which inevitably occur in experimental course formats at diverse locations;
f. is flexible enough to make the shift from a 15-week semester to a non-traditional format and schedule;
g. is willing to revise, reshape, and enrich a course or program during its planning stages in response to suggestions from colleagues, CDHP staff, and members of the community; and
h. is willing to include and engage with guest lecturers and speakers drawn from the network of collaborating institutions.

Training

CDHP has discovered that the chances for success for any given program are greatly enhanced if the instructor and support staff have at least three

months, and preferably four to six months, to plan it. The program schedule for fall of 1980 was determined by May 1980; as of June, 1980, the staff began shaping and refining the program that will begin in January 1981. The long lead-time for planning which has become characteristic of the CDHP has produced an additional benefit: the training and preparation of the individual faculty member for the new assignment has become an automatic and integral part of the development process. The CDHP, in its initial stages, thought that participating faculty would require special seminars or workshops to prepare them for teaching in the community. We have learned, however, that preparation and training takes place on a more informal, but effective basis as the details of the specific course or program are worked out:

a. before a course, program, or event is officially approved by the Executive Committee or the Executive Director, the proposal has been thoroughly reviewed and discussed by the appropriate program subcommittee as well as the administrative committee. These discussions always involve the faculty member in exclusive contact with community representatives. Discussions extend over a long period of time during which the course proposal goes through several stages of revision and enrichment. The process also acclimates the faculty members to the more public contact and instruction in the CDHP.
b. at every stage of this process the faculty member is in regular contact with program staff, other faculty teaching in the program, and with community consultants. We have learned that faculty members who resist this kind of interchange are generally not suited for the types of teaching involved in a CDHP course. The process itself, therefore, seems to screen out faculty members who would be unsuitable before they step into the classroom.
c. the program staff follows the progress of each activity as it is being offered and stands ready to provide assistance, advice, or other support as the need arises. In this sense, each program is constantly being evaluated when it is in progress, and corrective measures can be applied if problems develop.
d. all CDHP programs are formally evaluated, and the results of these evaluations are shared with the instructor.

e. at regular intervals participating faculty members are convened so that they can share their experiences on an informal basis and provide guidance to the program staff on how the planning process or support services can be improved.

On the whole, our experience demonstrates that faculty members enjoy their affiliation with the CDHP and that our process of program development adequately prepares them for their experiences in the community.

Capital District
Humanities Program

CDHP REPORTS

No. 5: The Potential For Collaboration Among Diverse Cultural and Educational Institutions in Developing Humanities Programs in the Community

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THE POTENTIAL FOR COLLABORATION AMONG DIVERSE CULTURAL AND EDUCATIONAL INSTITUTIONS IN DEVELOPING HUMANITIES PROGRAMS IN THE COMMUNITY

The CDHP began essentially as an activity involving SUNY/Albany, the New York State Museum, and a small number of local public libraries and community centers. During the past 18 months, the number of organizations involved in CDHP programs grew substantially to include other educational institutions in the Capital District, as well as museums, libraries, and both formal and informal associations of individuals engaged in humanistic endeavor. These organizations are listed in Appendix 1 of this report.

The kinds of collaboration evident in programs offered to date cover all aspects of the CDHP. Groups of organizations and individuals have been involved in the conceptualization and design aspects of programs as well as in the development and implementation of administrative support systems required for program delivery. Collaborating institutions have incurred both direct and indirect costs for staff time, supplies, publicity, and special services required to develop and offer each learning activity. Nearly every CDHP program is multi-disciplinary in approach, not only because of the way the course development process serves to bring many different perspectives to bear on the final product, but also because of the opportunities for collaboration that are available in the Capital District. For every case, the collaborative effort produces an enriched and multi-faceted program in which humanists from across several professions participate.

a. Instructional Collaboration

While all CDHP activities are coordinated by a regular full-time faculty member, many programs incorporate presentations from academically-trained professionals who work in non-academic settings (e.g., museums, historical societies, libraries). Guest-lecturers provide additional viewpoints and perspectives on topics and help to promote lively dialogue and exchange with participants and the principal faculty instructor.

Special exhibits arranged and displayed at the site for a program are another form of instructional collaboration. An early pilot effort, for example, "Irish Literature and Culture," was offered at the New York State Museum auditorium in conjunction with an exhibit on Irish Art. Special exhibits were produced in conjunction with the program on Jewish-American Literature, also offered at the Museum, and the program on Moby Dick, offered at the Bethlehem Public Library. An exhibit was planned to complement the

fall 1980 program entitled "Images of War," to be offered at the State Museum. The exhibit featured seldom viewed pieces from the Museum's costume and poster collections. In addition, one of the Museum's curators delivered two lectures on the Civil War Soldier and the World War I Soldier, aided by costumes, weapons and personal artifacts.

b. Cooperation Among Academic Institutions

The number and diversity of academic institutions in the Capital District provide a rich source of intellectual expertise from which to build CDHP programs. The CDHP is working to serve as a mechanism for stimulating more effective communication among humanities scholars affiliated with these institutions, which include Rensselaer Polytechnic Institute, Russell Sage College, Union College, the College of St. Rose, Hudson Valley Community College, and Schenectady County Community College. Administratively, relationships between these institutions have been strengthened through the consortium since students may apply credit from courses offered by participating institutions to appropriate degree programs offered by each college or university. This arrangement made it possible, for example, for SUNY/Albany students to receive academic credit for participation in the spring 1980 Upper Hudson program even though it was offered through Russell Sage College; likewise, students at any of the other institutions in the consortium may receive credit for participating in the fall 1980 Upper Hudson program even though it was offered by SUNY/Albany. The collaborative arrangement with Russell Sage College, in this example, involves a sharing of expenses for conducting the program, as well as a sharing of the academic credits generated as a result of the program. This understanding was facilitated by the creation of the Upper Hudson Task Force, which included representatives from three colleges and seven non-academic institutions. The Task Force had planned a four-part series of programs coordinated by various member institutions.

Additional collaborative arrangements were discussed with Rensselaer Polytechnic Institute. Last fall, Professor Joseph E. Brown at RPI coordinated a special series of CDHP-sponsored lectures and discussions structured around the re-broadcast of James Burke's "Connections" program over the local PBS affiliate, WMHT Channel 17. Many faculty members from RPI were involved as guest speakers, which also included scientists at the General Electric Research and Development Facility in Schenectady, and faculty members from SUNY/Albany. The Connections series may form the basis for creating a new CDHP program component called Humanities and Science, which may be coordinated by a faculty

member at RPI.

Another form of collaboration involving the CDHP is illustrated by "The Idea of Justice," a program offered in the fall of 1980 to professional staff employees of the legislative and executive branches of New York's state government. The program could be taken for graduate academic credit or on a non-credit basis.

Persons taking the program for academic credit may apply it towards completion of a new M.A. in Legislative Affairs, a joint initiative co-sponsored by SUNY/Albany's Graduate School of Public Affairs and Queens College/City University of New York. The director of this new SUNY/CUNY degree program, New York State Assemblyman Alan Hevesy, is enthusiastic about incorporating into the curriculum courses and seminars dealing with humanistic approaches to policy making. The SUNY/CUNY program helped to promote the course, which was offered in the State Legislative Office Building located in the Rockefeller Empire Plaza.

c. Collaboration With Cultural Organizations

Collaboration with other cultural institutions in the Capital District has taken place in the areas of program development, publicity, and administrative support systems. Performances, broadcasts, and special events offered by the Saratoga Performing Arts Center, Tanglewood, the Williamstown Theatre, the Egg, and Proctor's Theatre have been incorporated into several CDHP programs. Group rate tickets for these events have been provided to the CDHP for participants in programs such as Music and Theatre in Performance. The CDHP co-sponsored with the SUNY/Albany University Affairs Office the spring residency and performances offered by the Negro Ensemble Company in conjunction with the program on "The Vitality of the American Theatre." Films, slide presentations, and specially-produced videotapes belonging to local cultural institutions have also been obtained and used in programs dealing with literature, playwrighting, and local history. Field trips, which give participants a "hands on" experience with artifacts of material culture pertaining to a subject being studied, are an integral part of several programs. Such trips are generally arranged through collaborating historical societies and cultural centers, and include guided tours through the site to insure that the experience is related to the topics and themes being discussed in the CDHP program.

Libraries, the Albany League of Arts, and other cultural organizations have also cooperated in providing communication channels for promoting CDHP programs. In some cases mailing lists have been shared, while in other

instances arrangements are made to incorporate publicity concerning appropriate CDHP programs into newsletters and other mailing distributed through each organization.

Collaborative funding arrangments and the sharing of support staff functions have been used in conjunction with some programs. The best examples of this kind of collaboration are the programs co-sponsored with the New York State Museum. The Museum has provided a convenient site for a program, input from staff resource professionals, special exhibits, and in many cases support and technical services for such things as the production and distribution of posters and flyers, and the operation of audio-visual equipment that may be required for particular sessions. The CDHP has coordinated the development of the program, identified and secured faculty members and other professionals to provide the instruction, and designed and implemented ancillary activities such as study circles, field trips, and follow-up courses that may stem from the program. This kind of partnership has worked well to create and produce programs that are beyond the capacity of either organization's resources.

THE CAPITAL DISTRICT HUMANITIES PROGRAM

Appendix #1

DESCRIPTIONS OF SELECTED COLLABORATING ORGANIZATIONS

The Capital District Humanities Program

Site Descriptions

- The Nelson A. Rockefeller Empire State Plaza

The Empire State Plaza is a complex of New York State government buildings adjoining the Capital in the downtown area of Albany. One hundred thousand square feet of the facility is designed for meetings, lectures and discussion groups. The complex includes a thirteen-story museum and library, and a theater/convention center. The Plaza's Cultural Education Center houses the New York State Library of four and one-half million volumes, historic documents, archives and temporary popular exhibits. No other city the size of Albany has such a facility available for public programming. Since the Plaza is new, the opportunity to schedule space is almost limitless. The New York State Office of General Services has made meeting rooms and facilities in the Plaza available on a continuing basis for CDHP programs.

- The Albany Public Library

The Albany Public Library dedicated its new central library building in 1977. The new library building was converted and enlarged from an office building standing on the site of the first Harmanus Bleecker Hall. The library has a book capacity of three hundred thousand volumes, meeting rooms for library and community-sponsored events, a large auditorium, two conference rooms, an audio-video system, a room for previewing 8mm and 16mm films, a cable television, public access studio with facilities for presenting live programs from the library, and other public service areas -- all in a central, downtown Albany location.

- The Arbor Hill Community Center

The Arbor Hill Community Center is a multiple-service

facility located at the edge of the city of Albany. It is the product of a Neighborhood Facilities Grant from the United States Department of Housing and Urban Development, awarded in 1970 to the Albany Inter-Racial Council. With additional resources contributed by the city through land acquisition and land clearance provisions, the new Arbor Hill Community Center was constructed at a total cost of $1,600,000. The Center serves a low income community of about 18,000, half Caucasian and half Black. To date, the Center has been the site for CDHP programs in expository writing and an urban film series.

- The Bethlehem Public Library

The Bethlehem Public Library is located in Delmar, one of Albany's most active suburban communities. It is beautifully designed as a new facility to serve not only Delmar, but also Slingerlands, Clarksville, Altamont, and many other villages between the Helderberg Mountains and the Hudson River. The library staff has given much time to the launching of several CDHP programs. Kay Cassell, Director of the Library, is the current chair of the CDHP's Community Advisory Council.

- The Colonie Town Library

The Colonie Town Library has circulated one-half million books since the opening of its new building on July 5, 1976. It is a private, non-profit organization, planned and operated by a community with tremendous commitment to the cultural and intellectual life of the town. The library encourages some 200 organizations and agencies, both public and private, to schedule their program activities in its facilities. Its staff, directed by Richard Samuelson, has given enthusiastic support to the Capital District Humanities Program.

- The Federation of Historical Services

The Federation of Historical Services is a cooperative, non-profit organization that is supported by and serves a wide range of museums, historical societies and municipal historians in the Upper Hudson River Valley (counties of Columbia, Rensselaer, Greene and Albany). The Federation publishes a quarterly newsletter, provides technical assistance, and conducts workshops for individuals working in the field of history and culture. The Federation has collaborated in a number of CDHP history and culture programs. Pati Drumm Laskovski, Director of the Federation, is a member of the CDHP Community Advisory Council and the History and Culture Program Subcommittee.

- The Hudson-Mohawk Industrial Gateway

The Hudson-Mohawk Industrial Gateway is a non-profit, educational cooperative effort concerned with the preservation and conservation of historic industrial and related sites in the Hudson-Mohawk region (Troy, Watervliet, Waterford, Green Island and Cohoes). Founded in 1972, the Gateway is chartered by the New York State Board of Regents and receives funding in part from the New York State Council on the Arts in addition to grants from various sources for special projects. Its educational programs include tours, site visits and school programs for groups and organizations upon request. The Gateway coordinated a Fall 1979, CDHP program on the 19th-century history of Troy, New York.

- The New York State Library

The New York State Library is a public research library, established in 1818. In March 1978, the Library moved to the Cultural Education Center of the Empire State Plaza in Albany. One of the fifty top research libraries

in the United States, it contains four and one-half million books, journals and manuscripts in the areas of medicine, education, law, social sciences, history, technology and the humanities. It employs a professional staff of 181, and uses a vast statewide inter-library loan network. The library accommodates the research projects of 1300 industrial laboratories and many businesses. The library and the CDHP are co-sponsoring programs and working to solidify collaborative relationships with the system of public libraries that serve the Capital District region.

- The New York State Museum

The New York State Museum, one of the oldest and largest state museums in the U.S., traces its origin to 1836. The museum, housed in a variety of buildings during the 19th century, moved to the State Education Building in 1912. Now in its one hundred and fortieth year, the State Museum begins anew in the Cultural Education Center. Dr. Paul Scudiere, Chief of the Museum's Division of History and Anthropological Services, serves as Vice Chair of the CDHP's Community Advisory Council. The museum has co-sponsored a number of large CDHP programs in its 400 seat auditorium.

- Performing Arts Centers and Arts-Related Organizations

The performing arts centers available to the CDHP are too numerous to enumerate. The Saratoga Arts Festival is nationally famous. Nearby Tanglewood, Stockbridge and Williamstown, are long-established centers for the arts. Their summer programs form the heart of one of the CDHP's most successful programs, "Music and Theater in Performance." The Albany League of Arts is actively engaged with the CDHP in planning an extensive program on "Classical Mythology in the Arts" for 1981-1982.

Its past presidents, Eleanor Koblenz and Sandra Ray, are both on the Community Advisory Council for the CDHP.

- Rensselaer Polytechnic Institute

Rensselaer Polytechnic Institute, located in Troy, New York, was founded in 1824, and is the nation's oldest school of engineering. It is composed of five colleges: Architecture, Engineering, Management, Science, and Humanities and Social Sciences. RPI has thirty-six degree programs, many on the Ph.D. level, and 5500 students. RPI's Dean of Humanities, Rev. Thomas Phelan, serves on the CDHP Community Advisory Council. Professor Joseph Brown coordinated a Fall, 1980, CDHP program that involved other RPI faculty members a guest lecturers.

- Russell Sage College

Russell Sage College was founded in the late 19th century in Troy, New York, to provide women with a quality higher education. The college is still located at the Troy campus, but the co-educational and evening divisions are located in Albany, as they have been since 1948. The school provides several degree programs for approximately 4,000 students. Faculty and administrators at the college collaborated in the development of a major, two-year CDHP program dealing with the history and culture of the Upper Hudson region.

- The Schenectady County Public Library

The Schenectady County Public Library operates a central library in the city of Schenectady, and seven branches, including a bookmobile, throughout Schenectady County. The total system contains 400,000 volumes, with over one million items circulated to 55,000 registered borrowers

(one-third of the county's population). Its services include a reference service, an educational and job information center, film series for adults and children, story hours, and an outreach librarian. The library has served as a site for several CDHP programs. Ronald Legasse, the Library's Director, serves a member of the CDHP Community Advisory Council.

- The Schenectady Museum

The Schenectady Museum was founded in 1934 to serve Schenectady County and 13 nearby counties in the Mohawk Valley. It provides exhibits and educational programs in art, history, science and technology, and also operates a planetarium staffed by professionals. The planetarium is open to both the general public and school groups. The museum occupies a contemporary structure in Schenectady that was opened in 1969. Bruce Eldredge, Director of the Museum, serves on the CDHP Community Advisory Council. The museum has been an enthusaisatic co-sponsor of and site for several CDHP programs.

- WMHT Television

WMHT, Channel 17, was licensed in 1953 by the Hudson-Mohawk Council on Educational Television, Inc. as an educational corporation, under a charter from the NYS Board of Regents, the first such charter in New York State. The total population of the area covered by WMHT is 322,088, with 309,887 homes equipped to receive Channel 17. Over 160,000 households tune in to this station every week. WMHT is affiliated with the Public Broadcasting Service national network, and this allows WMHT to offer such programs as Masterpiece Theatre, National Geographic Specials, Sesame Street and Wall Street Week. It also allows local programming to be aired nationally, such as Molders of Troy, which was broadcast on June 23, 1980.

Donald Schein, the organization's President, serves as a member of the CDHP Community Advisory Council.

Capital District
Humanities Program

CDHP REPORTS

No. 6: The Value of Consultation With Community Representatives in the Design, Implementation, and Evaluation of Innovative Humanities Programs for Adults

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THE VALUE OF CONSULTATION WITH COMMUNITY REPRESENTATIVES IN THE DESIGN, IMPLEMENTATION, AND EVALUATION OF INNOVATIVE HUMANITIES PROGRAMS FOR ADULTS

The process by which programs are developed for community audiences is one of the most significant features of the CDHP. This process has evolved during the last 18 months into a genuinely cooperative undertaking among the CDHP office staff, the faculty, members of the Advisory Council, and other individuals and organizations in the area. The design of the system insures that CDHP programs are of the highest academic quality, although they are quite different in character from the kinds of courses faculty members have been used to developing on their own. The nature of the community's participation in the development of programs is reflected in the organizational structure of the CDHP.

a. Community Advisory Council

There are thirty-five members on the CDHP Community Advisory Council, which includes representation from the academic community, cultural institutions, various population segments in the Capital District, and program participants. The full Council meets at least four times each year. Additional meetings are called when necessary. The Council's specific responsibilities are to: (1) appoint an Executive Committee; (2) approve changes in the membership of the Council; (3) establish program subcommittees (discussed below); (4) discuss and set major policies and priorities for programming; (5) represent the needs and interests of potential audiences for CDHP programs; (6) initiate program recommendations; (7) participate in program design and development through involvement in the Council's program subcommittees; (8) review overall programming; (9) assist in program evaluation; (10) participate in the planning of future CDHP initiatives and proposals; and (11) review and approve the annual budget of the CDHP.

b. Executive Committee of the Advisory Council

The Executive Committee is composed of seven members, elected by the Advisory Council. It includes balanced representation of academic and community interests. The CDHP Executive Director and Program Director serve as ex-officio members. The Committee, which is chaired by the chair of the Advisory Council, meets every month. All CDHP activities must be approved by the Executive Committee. In addition, the Committee's responsibilities are to: (1) recommend policies and procedures to the Advisory Council and the program staff; (2) provide on-going liaison between the Advisory Council and the program staff; (3) recommend,

review, and approve programs according to the criteria established by the Advisory Council and the CDHP Executive Director; (4) assist in the preparation of formal program reports and documents; (5) provide the agenda for meetings of the Advisory Council; and (6) recommend and initiate changes in the structure and membership of the Council.

c. Program Subcommittees of the Advisory Council

There are four program subcommittees which, along with special task forces, form the principal working groups of the Advisory Council. There is a program subcommittee for each major component of the CDHP: Literature and Ideas; History and Culture; Humanities and the Arts; and Inner City Task Force. Members of the Advisory Council (i.e., members of the community at large as well as humanities scholars) serve on these committees. Meetings are convened and chaired by the appropriate CDHP staff program coordinator, who is also a fulltime faculty member at one of the participating academic institutions. These program subcommittees serve as a valuable source of ideas and recommendations as CDHP programs take shape. The subcommittees review and discuss all aspects of proposed CDHP programs and activities, including content, design, structure, scheduling, siting, promotion, and evaluation. Programs must be presented to and endorsed by an appropriate subcommittee prior to being considered by the CDHP Executive Committee for final approval.

d. Administrative Committee

The Administrative Committee is composed of the CDHP program staff; the chair and vice chair of the Advisory Council also serve as ex-officio members. The Committee meets weekly, and provides administrative support to make the CDHP program development process work. Among its varied functions, the Administrative Committee coordinates and implements all aspects of the CDHP including staffing, research, programming, budgeting, reporting, promotion, dissemination, and evaluation. The Committee also acts as liaison between the CDHP and appropriate curriculum and administrative committees of SUNY/Albany.

e. Special Task Forces

Two special task forces are associated with the CDHP. One, the Albany Inner City Task Force, is concerned with formulating programs that are responsive to the particular needs and interests of the Capital District's

major inner city neighborhoods in Albnay's South and Arbor Hill communities. A second, the Upper Hudson Task Force, has planned and implemented a comprehensive program of activities and events dealing with the local and regional history of New York's Upper Hudson region.

f. Informal Networks

Informal networks of communication with the people and organizations of the Capital District have provided the CDHP staff and standing committees with a rich source of ideas about potential programs. As information about the CDHP has spread throughout the area a number of religious, ethnic, and community groups have suggested topics or fields for possible development into courses or events. In addition, the CDHP staff has sponsored a number of public planning sessions in local libraries and community centers that have resulted in the development of new programs or, in some instances, the drastic revision or abandonment of programs that were in the early stages of development. In recent months a number of individuals from the community have begun to approach the CDHP with suggestions for a program; one of these, a series of community seminars dealing with dramatic interpretations of history is now in the process of review and development by the program subcommittee for Literature and Ideas.

The program coordinators rely heavily upon these informal networks as they plan and implement programs sponsored by the CDHP. In most cases these programs involve cooperation among several agencies, community organizations and cultural institutions in the Capital District; as a result arrangements for publicity, cooperative financing, facilities, equipment, and logistical support are complex and time-consuming. CDHP staff must remain in constant contact with these other organizations as well as with the community at large as a program evolves to maturity. Often this interchange of information leads to additional ideas for future programming or to the identification of other individuals or institutions that can contribute to the CDHP's programs. For example, as a result of CDHP initiatives, humanities faculty at SUNY/Albany, Russell Sage College, and Rensselaer Polytechnic Institute have become familiar with the people, programs, and administrative systems of many non-academic cooperating institutions.

The Process of Community Involvement

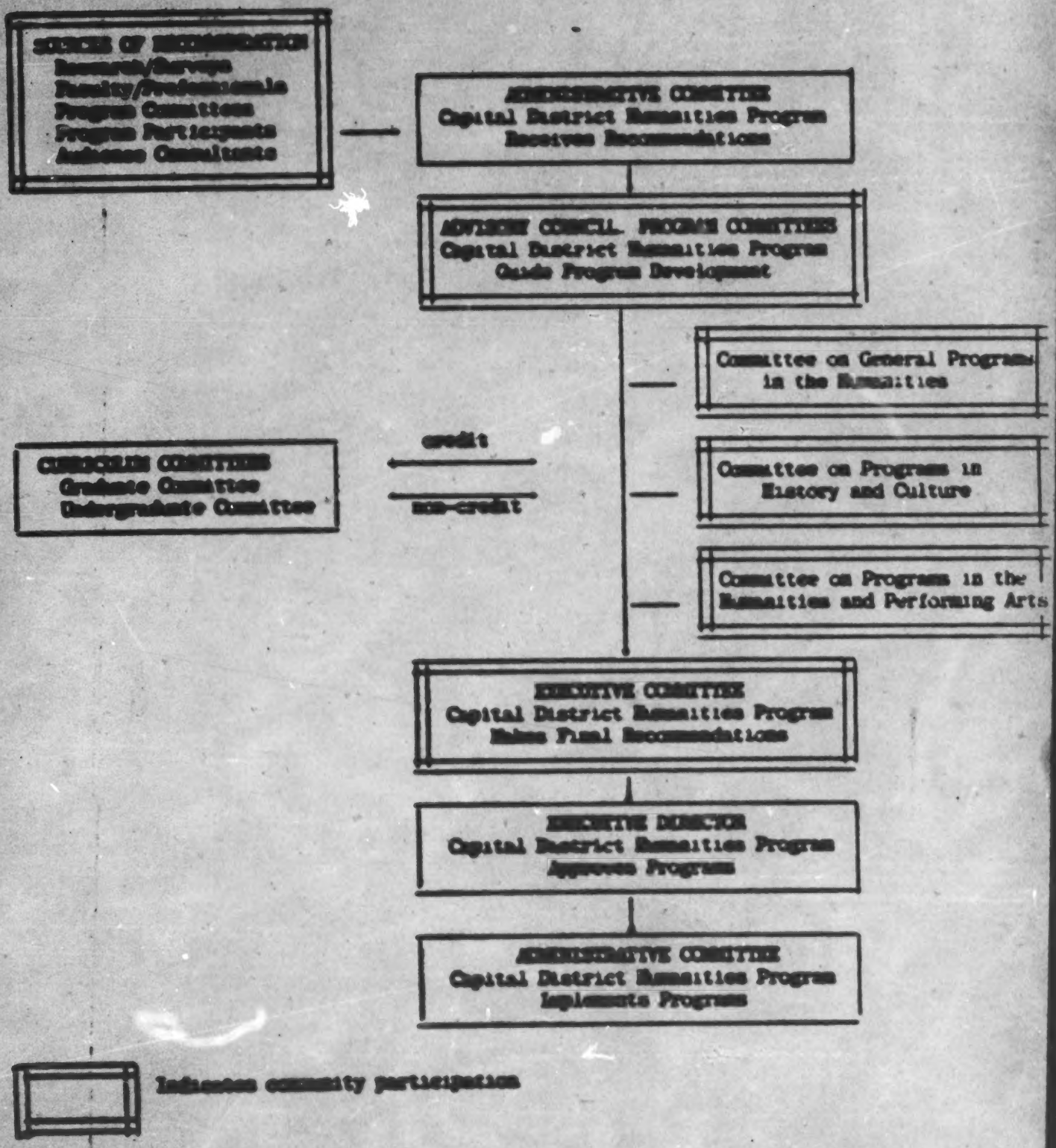
Experience has confirmed that community involvement in every phase of the CDHP has been extremely valuable. Community representatives take very seriously their role as participants in the development process; they work constructively with faculty and staff in all aspects of course design. Particularly impressive has been their insistence upon rigor and quality in the programs sponsored by the CDHP. The community has not, as some might have originally thought, been insensitive to issues and considerations of academic quality and integrity.

The process by which the community is involved in program development requires an enormous amount of staff time to prepare schedules and follow up on meetings of the Community Advisory Council, program subcommittees, and special task forces. Although we have begun to simplify the process somewhat in recent months it is clear that it will always be a time-consuming but worthwhile effort.

Different strategies are necessary for involving different communities in the process of designing CDHP programs. In the more affluent suburbs, for example, neighborhood planning meetings at public libraries have proved successful. On the other hand, we have found it easier to communicate with state workers through agency civil service training officers and the Office of Employee Relations of the Executive Chamber. Moreover, we have discovered that effective networks of communication with the urban poor and inner-city blacks are more difficult to establish and require careful nurturing and attention.

The Capital District Humanities Program

THE PROCESS OF INITIATING PROGRAMS



Capital District
Humanities Program

CDHP REPORTS

No. 7: Effective Strategies for Promotion and Publicity for Off Campus Programming

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EFFECTIVE STRATEGIES FOR PROMOTION AND PUBLICITY FOR OFF CAMPUS PROGRAMMING

One of the earliest concerns of the CDHP was how to develop community awareness of the program and establish contact with an essentially new and undefined audience. The experience with early pilot programs demonstrated that while the University's Office of Community Relations could design and produce flyers and brochures for various activities, a separate and focused promotional effort for the CDHP would be crucial to the program's success. Initial staff efforts were invested in compiling mailing lists of likely course participants, establishing contact with local cultural organizations and institutions, and responding directly to inquiries about the CDHP. The staff also worked with a design firm to create the program's head logo and an introductory information brochure. Early programs were publicized by posters and flyers either commissioned from local artists, or produced by the Office of Community Relations.

Experience over the past year has helped the staff to develop and implement ideas and systems for publicizing CDHP programs further in advance and in a more coordinated fashion. Publicity and promotional strategies of the CDHP began to assume a more definite and deliberate character by late spring. The goals these strategies are designed to implement are:

1. to cultivate a CDHP image and public identity in the eyes of the Capital District community, including the press.
2. to provide clear and concise information about the CDHP, its process and its goals, and to make the community become more aware of the meaning and importance of the humanities in the process of conveying that information.
3. to announce CDHP programs in a timely, persuasive, appealing and efficient manner.

Last summer a unified and consistent communications system was designed in consultation with communications specialists and in response to the CDHP-sponsored research conducted by Professor Joseph Woelfel. This system was designed to meet the CDHP publicity and promotion goals in a labor, time and cost-effective manner. One of the most important elements in the system is the strong recurring graphic statement made by posters, flyers/brochures, announcement cards, stationery, etc. All CDHP communications bear the identifying logo and fit into a standard format using uniform or coordinated size, color, and type. Contact with the print and electronic media is facilitated by the use of standard formats for press releases, public service

announcements, and calendar listings of events. Efforts will continue to place feature stories in newspapers and newsletters and to have persons associated with the program appear on news and public interest television and radio programs.

Research and participant polls have indicated so far that the public receives information about the CDHP primarily by word of mouth and through mailed and posted announcement. However, in a constant effort to broaden the circle of Capital District residents familiar with and participating in CDHP programs, the staff continues to seek new avenues for publicity. Brief presentations are made at meetings of community groups, senior citizens clubs, and staff meetings or organizations. Special interest newsletters are also sought out, and the use of publicity posters on the public transportation system is being explored.

Promotion is often a cooperative effort. Local arts councils, cultural and historical societies, and libraries have newsletters in which they mention the CDHP and its programs. A Capital District Library Courier Service distributes CDHP materials to public, special, and university libraries. Cosponsors of CDHP programs share in the promotional efforts in a variety of ways.

Initially, CDHP employed a staff member as a full-time publicist to handle the composing of brochures, posters, etc., and to make media contacts. We have since found that we can be more cost and result effective by retaining the services of a professional publicity agency. This way we can engage their services as needed. Additionally, by paying them on a consultancy basis we are able to economize further by saving on the fringe benefits that would accrue to anyone on a staff appointment. Beyond that, our publicist also works for a large number of corporations and businesses in the area and has been able to promote CDHP to those concerns desiring to gain visibility in the public sector. In this fashion she serves both masters well: CDHP can supply high-quality programs and the other clients are looking to sponsor community programs.

We did make one error in judgment concerning our stationery. The colored paper does not xerox well and does not allow for the use of white correction fluid or tape. For our next order of paper we will return to basic white (which is also less expensive). Now that CDHP has achieved a high profile in the community, the day-to-day materials of conducting business need only be functional.

Capital District
Humanities Program

CDHP REPORTS

No. 8: Procedures for Overcoming Institutional and Procedural Barriers to Off Campus Programming

The Capital District Humanities Program is a collaborative effort involving educational and cultural organizations and community groups in the Capital District. CDHP receives support from the National Endowment for the Humanities and is coordinated by the College of Humanities and Fine Arts at the State University of New York. For further information concerning this report or any other aspect of CDHP, please contact:

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PROCEDURES FOR OVERCOMING INSTITUTIONAL AND PROCEDURAL BARRIERS TO OFF CAMPUS PROGRAMMING

1. The Non-Credit Audience

Important to the long-term future of the program is the realization that most new adult learners reached thus far by the Capital District Humanities Program are not interested in participating for academic credit. This fact has significant implications for the University's capacity to continue to contribute substantial resources to the program, particularly in the form of faculty released time. With the lack of formal academic credit registration, the University is not receiving the fiscal value (i.e., full-time equivalents - FTEs, and headcount enrollments) that entitle the campus to faculty and support resources from the state. The formula used to calculate the campus' annual budget is driven by FTEs, which are a function of the number of students enrolled in courses for academic credit. Traditionally, the University's involvement of a regular academic unit, such as the College of Humanities and Fine Arts, and the success of the CDHP in attracting adults to non-credit programs, must eventually lead to a re-examination of the current funding formula used by the state.

The costs of developing and delivering several typical Capital District Humanities Program activities will be presented in a final report next fall. It is clear, however, that at this stage, these costs greatly exceed the revenues generated from subscription fees. Until the issue of state funding is resolved, external support from the National Endowment for the Humanities has been crucial for minimizing the financial penalty that the University would otherwise pay for investing its own resources into the program. A procedure for registering Capital District Humanities Program students as formal auditors was implemented in the fall of 1980. The procedure enables the campus to obtain "headcount" credit for each fee-paying participant in a CDHP program. Although not as important as the generation of FTEs, headcount is at least an "official" productivity measure and is incorporated into a more complex calculation of the student load served by the SUNY/Albany faculty. Records will also continue to be kept of attendance at public lectures and other Capital District Humanities Program events for which there is no charge. Accumulation of such data, while not sufficient, is nonetheless necessary for beginning to justify future support from the University and the State.

2. Fee Structures

The most significant institutional barrier pertaining to other

cooperating institutions involves a long-standing tradition at public libraries and museums to offer all programs and services free of charge. Now that CDHP programs are increasingly being offered for a low subscription fee, a number of libraries and museums in the area have been able to adjust their governing regulations to accommodate this policy. Others have found accommodation more difficult, thus excluding further extensive involvement for the moment. The subscription fees are modest (approximately $3.00/session) and of growing importance in providing a secure financial base for the continuation of the program. Over the coming months, further efforts will be made to work out mechanisms which might alleviate this barrier to full participation by those organizations. Our current fee structure of $45.00 per course (for the equivalent of a 15-week semester) corresponds to the fee structure used by the College of Continuing Studies in other non-credit programs. Gradually, however, we have noticed that the developmental and overhead costs for a CDHP program are significantly higher than the costs of other continuing education courses, especially because CDHP involves full-time regular faculty instead of adjuncts. Our schedule of fees, therefore, will probably have to be modified in the next few months to reflect the higher costs of program development.

It is important to note that a major portion of income generated by the CDHP has gone into a special account at the University. Funds from this account are used to support a scholarship fund for economically disadvantaged participants. Funds are also used to meet child-care and transportation costs for members of the Community Advisory Council who would not otherwise be fully able to participate in administrative meetings.

3. Procedural and Policy Barriers at the University

It is evident from programs offered to date that sustained effort will be needed to change a number of policies and procedures at the University in order to manage the CDHP. Assumptions and operating procedures must be made more flexible to make it possible to offer programs at times and places more convenient to adults.

During the past year, a special off-campus registration procedure was implemented to accommodate the audience for CDHP programs. The procedure will continue to require extraordinary staff time and effort; but, in exchange, participants are not inconvenienced by having to make special trips to the campus. For some programs, individuals are given more flexibility in being allowed to participate on a per-session basis. In most cases, participants

register at the off-campus program site following the first session, a procedure that permits an individual to sample a particular activity without having to enter into a prior commitment. Increasingly, participants will be invited to register in advance by mail. Registration of the relatively small number of persons who are interested in taking CDHP programs for academic credit is handled on an *ad hoc* basis through the University's College of Continuing Studies and the Office of Graduate Studies. Efforts are underway to use the University's "easy access" admissions procedures where possible in order to minimize the paperwork required for formal admissions.

The quality and high standards of CDHP activities are insured largely by a development process that provides for close faculty scrutiny of each program's content and instruction. All Capital District Humanities Program efforts are "creditable" in the sense that they meet appropriate University academic standards. Since many programs are not courses currently in the campus' approved catalog, sustained effort will be required to insure that Capital District Humanities Program activities are properly reviewed and listed. In some cases, taking a program as "independent study and research" is possible; increasingly, prior arrangements for using existing course numbers will have to be made through appropriate curriculum committees, departments and the University registrar. Recently, new rubrics were introduced to and approved by the undergraduate curriculum committee of the College. These new courses, Humanities 240/440, expedite the process somewhat; termed "Off-Campus Special Studies", they can be taken on a variable credit basis for one to four credits with the permission of the instructor. The designation is used for any off-campus course employing an experimental format, to be offered on a one-time only basis. Repeat offerings must be approved by the undergraduate curriculum committee. At this time, a comparable rubric for CDHP programs creditable at the graduate level is not available, but plans are underway to present a proposal to the College Graduate Committee in the Spring, 1981.

The CDHP has won the support of a large number of faculty members, administrators and support personnel. But more effort will be required to make those important groups comfortable with schedules and procedures that are designed to meet the requirements of adults in the community. Programs offered according to the traditional academic calendar are not necessarily conducive to reaching new adult audiences; on the other hand, teaching

during weekends, weekday evenings and traditional vacation periods is sometimes unappealing to faculty members and other professional resource persons. Simply looking far enough into the future to plan programs so that they can be incorporated into the University's academic staff schedule is problematical; nonetheless, arranging months in advance for released time is crucial for involving leading faculty members at participating educational institutions, as well as to permit potential students to plan their time.

The CDHP has already begun to stimulate a number of important changes in the internal operations of SUNY/Albany and in the University's relationship with institutions which are cooperating in the development of the program. The inaugural year of the CDHP justified our confidence that existing academic and administrative structures and systems can be made more flexible and responsive to non-traditional adult audiences; but our experience in mounting programs has also confirmed our belief that it will require an additional two to three years of successful experimentation before the objectives and programs of the CDHP can be fully institutionalized and continued by any or all of its constituent organizations. Nevertheless, the progress of the CDHP in overcoming administrative obstacles has been substantial.

(1) The CDHP has encouraged an easier type of cooperation among academic units on the campus. Discussion and collaboration among faculty members and program staff have helped to unite the humanities more organically across the University's current departmental structure. Moreover, participation in CDHP programs has also stimulated changes in faculty member's perceptions of the needs and interests of the surrounding community. In general, the program has provided an outlet for faculty creativity and community involvement at a time when imaginative thinking and teaching is stifled by budgetary constraints imposed by the state government.

(2) The CDHP has also begun directly to confront institutional administrative mechanisms which govern processes such as registration, publicity, and fiscal matters for off-campus courses for adult audiences. The Program has, for example, provided a process for combining academic credit and non-credit options in the design of learning activities. In addition, the undergraduate curriculum committee of the College of Humanities and Fine Arts has approved a special course rubric which has been added to the University's catalog to accommodate the experimental aspects of many CDHP programs.

Moreover, support staff have developed systems for record-keeping, promotion, and financial management of a wide array of resources available to the program.

(3) The CDHP staff of the College of Humanities and Fine Arts have been working with the University's President and Vice Presidents to secure a stable institutional base of support for the Program. The significant amount of the campus' current contribution to the budget of the CDHP is evidence of the institution's serious commitment to the future of the CDHP.

(4) The CDHP has been formally recognized by the faculty and administration of the College of Humanities and Fine Arts at SUNY/Albany. The College Council, the department chairs and program directors, and individual departments have endorsed the program. In addition, since the Dean of the College (John W. Shumaker) also serves as Executive Director of the CDHP, the Program is well represented and supported by both the College and the University. Moreover, the Dean's formal association with the Program assures its place in the budgetary priorities of the College.

(5) The SUNY/Albany University Council, the Board of Trustees of the campus, this past spring formally endorsed the establishment and membership of the CDHP Advisory Council as an official University-Community advisory body. Because of this action, the University Council will now play an important role in helping the CDHP to receive support for its efforts to make the humanities an integral part of the intellectual life of the community.

(6) Although the CDHP has helped to stimulate some enrollment in the University's regular academic programs, participants have demonstrated much greater interest in activities and options offered on a non-credit basis. A plan to encourage formal auditing of CDHP programs was in place for the fall of 1980. This new system conforms to the rigid requirements of the State Budgeting formula for subsidy of programs like those of the CDHP. We believe, however, that more drastic changes of the State Budgeting system will be necessary to support the continuation of the program. In order to make a strong case for modification of this budgeting system, however, the CDHP needs the two years of continued support awarded from the campus and from the National Endowment for the Humanities so that strong public constituency can be developed to support the program.